



Gregg Middle

500 Green Wave
Summerville, South

Grades	6-8 Middle School	
Enrollment	961 Students	
Principal	Lori R. Phillips	843-871-3150
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

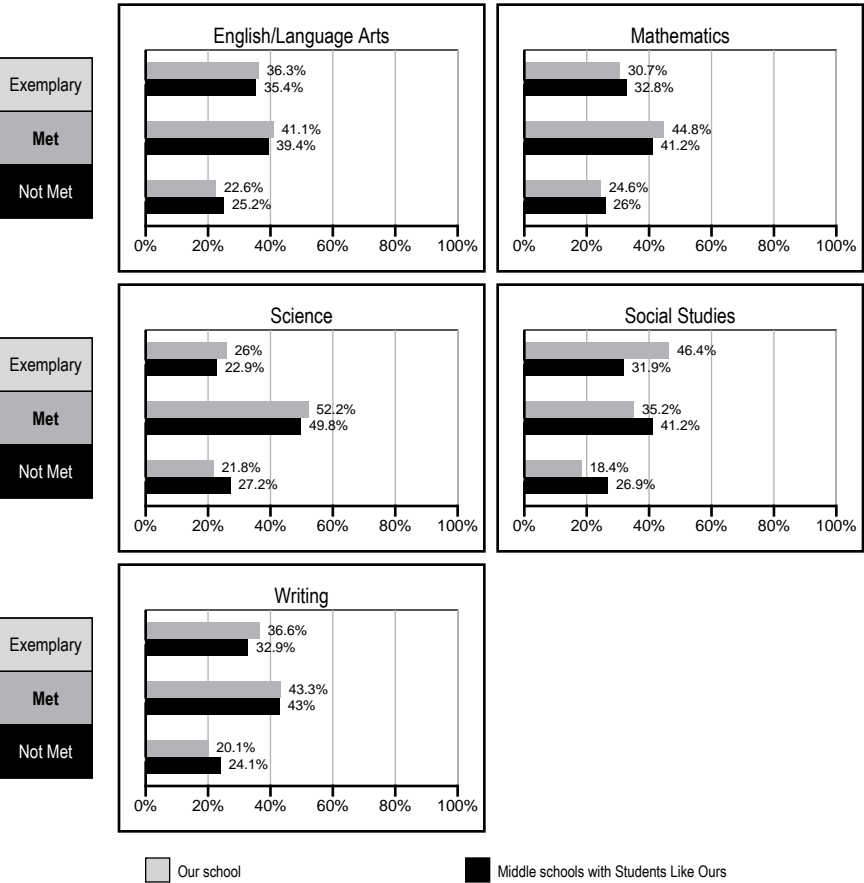
92.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	28	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.7%	98.3%
English 1	96.2%	98.0%
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	97.4%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=961)				
Students enrolled in high school credit courses (grades 7 & 8)	32.5%	Up from 24.9%	24.0%	21.6%
Retention rate	5.8%	Up from 5.6%	1.0%	1.2%
Attendance rate	95.4%	Up from 94.6%	96.0%	95.9%
Eligible for gifted and talented	13.7%	Down from 14.8%	19.6%	14.8%
With disabilities other than speech	11.0%	Up from 10.9%	11.4%	12.6%
Older than usual for grade	3.5%	Down from 3.7%	1.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	19.1%	Down from 21.6%	0.8%	0.6%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	53.2%	Up from 45.9%	56.6%	56.9%
Continuing contract teachers	74.2%	Down from 77.0%	76.5%	72.7%
Teachers with emergency or provisional certificates	10.2%	Up from 7.7%	5.6%	5.3%
Teachers returning from previous year	79.2%	Up from 76.8%	85.3%	82.9%
Teacher attendance rate	94.5%	Up from 94.0%	95.2%	95.2%
Average teacher salary*	\$47,028	Up 5.7%	\$46,785	\$46,599
Professional development days/teacher	16.8 days	Up from 10.5 days	10.4 days	10.8 days
School				
Principal's years at school	1.0	Down from 7.0	3.0	3.0
Student-teacher ratio in core subjects	23.6 to 1	Down from 24.4 to 1	21.8 to 1	20.1 to 1
Prime instructional time	89.1%	Up from 88.2%	90.0%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.2%	Down from 96.5%	98.7%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,671	Up 11.8%	\$6,884	\$7,645
Percent of expenditures for instruction**	60.0%	Down from 63.3%	65.1%	63.4%
Percent of expenditures for teacher salaries**	56.7%	Down from 59.7%	57.0%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Gregg Middle School, located in a suburban area of Summerville, is the second largest of the six middle schools in Dorchester District Two. We currently have 60 teachers serving approximately 950 students in Grades 6-8. We utilize a team concept. Each grade is structured as a school within a school, including its own administrator, guidance counselor, and special education personnel. To ensure that GMS students are exposed to culture and life skills, related arts courses are offered at each grade level. Gifted courses are also offered to enhance our standards-based instruction. Our mission is to provide a safe and structured learning environment with the support and collaboration of the students, faculty and staff, parents and community. The GMS Family will promote high expectations for student achievement and character development in order to encourage successful leaders for our future society.

Our students have excelled in many academic, athletic, and artistic areas. Nearly half of the eighth grade students are currently enrolled in high school credit courses. Twenty-six students were named SC Junior Scholars, and twenty-two students qualified for Duke Tip. One student was elected as the SC State Secretary for Junior Beta Club. Two 7th grade students placed 1st and 3rd in the 2008 Fleet Reserve Association Essay Contest. An eighth grade gifted student won the State Superintendent Writing Award. Two special needs students won 1st and 2nd place in the Extraordinary Arts Exhibit Awards. Another student placed 3rd in the Middle School Division of the 43rd Annual Poetry and Poster Contest. Two students were in the Region Four All-State Band. Additionally, Gregg Middle School was awarded a three-year Distinguished Arts Program grant for dance and theater. Our students enjoyed participating in the Middle School Athletic program, with both our Girls Basketball and Boys Baseball teams earning runners-up in the District Championships.

To overcome our challenges, we have implemented an Inclusion Model for our special needs students and a mentoring program targeting struggling African American male students. We also offer below-basic students a computer-based, supplemental semester-long course focusing on reading and math. APEX, another technology program, is offered for unit recovery to eighth grade students. In addition, we continue to offer the Read 180 Program for struggling readers and encourage our students to read through Reading Counts. We are continuing a school-wide technology plan highlighting SmartBoards, Senteo Interactive Response Systems (clickers), Sharepoint, an intranet site for sharing lessons, and a digital-based morning show produced by the students.

At GMS, we are continuing to strive for excellence and to make a difference in the lives of our students.

Lori Phillips, Principal
Kelly Roberts, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	285	177
Percent satisfied with learning environment	91.4%	72.6%	76.0%
Percent satisfied with social and physical environment	96.6%	79.2%	75.9%
Percent satisfied with school-home relations	86.2%	84.8%	64.9%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	925	99.9	23.5	42.2	34.3	85.6	89.3	82.8	Yes	Yes
Gender										
Male	508	99.8	25.4	39.9	34.8	81.7	86.4	79.3	N/A	N/A
Female	417	100	21.3	44.9	33.8	90.4	92.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	609	99.8	16	43	40.9	90.8	92.9	89.5	Yes	Yes
African American	269	100	38.6	40.9	20.5	76	82.3	73.7	Yes	Yes
Asian/Pacific Islander	15	100	20	46.7	33.3	80	93.3	92.3	Yes	I/S
Hispanic	28	100	41.7	29.2	29.2	70.8	82.7	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
Disability Status										
Disabled	105	100	58.3	35.4	6.3	60.4	59.6	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	77.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	357	100	35.5	42.7	21.8	76	81.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	925	99.9	25.7	46.7	27.6	85.3	85.8	78.9	Yes	Yes
Gender										
Male	508	99.8	24.9	43.3	31.8	84.4	85.2	77	N/A	N/A
Female	417	100	26.6	50.8	22.6	86.3	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	609	99.8	18.9	46.9	34.2	90.3	91.5	87.2	Yes	Yes
African American	269	100	39	48	13	76	74.4	66.7	Yes	Yes
Asian/Pacific Islander	15	100	40	20	40	66.7	91.8	93	I/S	I/S
Hispanic	28	100	37.5	41.7	20.8	79.2	80.4	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
Disability Status										
Disabled	105	100	61.5	34.4	4.2	53.1	57.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	357	100	35.5	48.9	15.6	77.3	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	609	99.8	21.9	51.9	26.2	78.1	75.3	67.5
Gender								
Male	344	99.7	21.5	48.6	30	78.5	75	67
Female	265	100	22.4	56.1	21.6	77.6	75.8	68
Racial/Ethnic Group								
White	401	99.8	15.7	51.6	32.7	84.3	83.8	79.5
African American	174	100	34.7	52.1	13.2	65.3	57	50.3
Asian/Pacific Islander	11	100	27.3	54.5	18.2	72.7	86.4	84.3
Hispanic	20	100	25	56.3	18.8	75	70.5	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	67	100	59.7	32.3	8.1	40.3	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	59.6
Socio-Economic Status								
Subsided meals	232	100	32.9	50.7	16.4	67.1	59.9	55.1

Social Studies

All Students	604	99.8	18.5	35.3	46.2	81.5	81.2	72.3
Gender								
Male	326	99.7	16.3	31.2	52.5	83.7	80.9	71.5
Female	278	100	21	40.1	38.9	79	81.4	73.2
Racial/Ethnic Group								
White	401	99.8	14.2	31.6	54.2	85.8	86.7	80.7
African American	177	100	26.5	44.6	28.9	73.5	69.9	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.5	88.5
Hispanic	18	100	35.3	35.3	29.4	64.7	73.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	71	100	49.3	31.3	19.4	50.7	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.6	67.9
Socio-Economic Status								
Subsided meals	237	100	25.1	45.5	29.4	74.9	70.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	937	99.2	20	43.3	36.6	80	81.7	70.2	95.4	96.2
Gender										
Male	513	98.8	25.6	40.5	33.8	74.4	76	63.2	95	96.1
Female	424	99.5	13.4	46.7	40	86.6	87.5	77.5	95.7	96.3
Racial/Ethnic Group										
White	611	99.7	15.5	41.3	43.2	84.5	86.9	79.1	95.3	96
African American	278	97.8	29.2	48.5	22.3	70.8	70.9	57.6	95.3	96.4
Asian/Pacific Islander	16	100	25	31.3	43.8	75	88.6	86.2	96.4	97.1
Hispanic	28	100	29.2	37.5	33.3	70.8	78.9	62.6	96.7	96.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	88.4	68.7	95	95.8
Disability Status										
Disabled	105	93.3	69.6	27.2	3.3	30.4	37.7	26.1	94.3	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	70.2	61.2	96.7	96.3
Socio-Economic Status										
Subsidized meals	359	98.3	27.8	49.2	22.9	72.2	70.2	58.9	94.5	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	309	100	18.5	41.5	40.1	81.5
	7	287	99.7	22.5	44.6	32.8	77.5
	8	329	100	29.2	40.7	30.2	70.8
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	309	100	24.4	46.7	28.9	75.6
	7	287	99.7	20.3	48.3	31.4	79.7
	8	329	100	31.8	45.2	23	68.2
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	155	100	22.9	62.5	14.6	77.1
	7	287	99.7	19.6	50.2	30.3	80.4
	8	167	100	24.8	45.2	29.9	75.2
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	156	100	9.7	50.3	40	90.3
	7	286	99.7	22.6	31.1	46.3	77.4
	8	162	100	19.6	28.4	52	80.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	311	98.7	15.9	41	43.1	84.1
	7	296	99.7	21.2	42.4	36.3	78.8
	8	330	99.1	22.8	46.3	30.9	77.2

Abbreviations for Missing Data

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